

## State Board of Education Goals – Future-ready Students for the 21<sup>st</sup> Century

**Goal 1** – North Carolina public schools will produce globally competitive students.

**Goal 2** – North Carolina public schools will be led by 21<sup>st</sup> Century professionals.

**Goal 3** – North Carolina Public School students will be healthy and responsible.

**Goal 4** – Leadership will guide innovation in North Carolina public schools.

**Goal 5** – North Carolina public schools will be governed and supported by 21<sup>st</sup> Century systems.



## District Goals for Eastern North Carolina School for the Deaf

**District Goal 1:** ENCSD will ensure that all professionals receive the appropriate staff development to meet the skills needed by the students to face the challenges of the 21st Century.

**Supports SBE Goal:** Goal 2 – North Carolina public schools will be led by 21st Century professionals.

**District Goal 2:** ENCSD will develop healthy and responsible students through our academic and residential programs.

**Supports SBE Goal:** Goal 3 – North Carolina Public School students will be healthy and responsible.

**District Goal 3:** ENCSD will research and develop innovative instruments to help create viable programs to assess and increase student language baselines in order to enable students to acquire grade level reading skills as quickly as possible.

**Supports SBE Goal:** Goal 4 – Leadership will guide innovation in North Carolina public schools.

**District Goal 4:** ENCSD will improve on providing the community, parents, and staff accurate and timely communication.

**Supports SBE Goal:** Goal 4 – Leadership will guide innovation in North Carolina public schools.

**District Goal 5:**

**Supports SBE Goal:** Select an SBE Goal

## Recommended Data Sources for Analysis by School Improvement Teams

*Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.*

*Examine data from such areas as:*

**Highly Qualified Teachers (HQT):** Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT ([www.ncreportcards.org](http://www.ncreportcards.org) Click on High Quality Teachers tab)

**End-of-Grade (EOG) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**End-of-Course (EOC) Results disaggregated:** ([www.ncpublicschools.org/accountability/reporting](http://www.ncpublicschools.org/accountability/reporting) Click on Greenbook, then State Testing Results)

**School Report Card results:** ([www.ncreportcards.org](http://www.ncreportcards.org))

**North Carolina Teacher Working Conditions Survey results:** (<http://ncteachingconditions.org> )

**North Carolina Teacher Working Conditions Survey: Guide for School Improvement** (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document at <http://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf>)

**Local Data:** (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)

### **Career and Technical Education Local Plan**

**School Demographic Information** related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance)

**School Demographic Information** related to drop-out information and graduation rate data (<http://www.ncpublicschools.org/research/dropout/reports>)

**School Demographic Information** related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (<http://www.ncreportcards.org> and locally-maintained data)

**School Demographic Information** related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)

**School Perception Information** related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)

<b>Title III AMAO School Process Information</b> related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
<b>Title III AMAO School Process Information</b> related to an analysis of existing personnel focused on helping English Language Learners (ELLs) work toward attaining proficiency
<b>School Process Information</b> uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
<b>Ready Schools Inventory/Ready Schools Plan</b> ( <a href="http://ncreadyschools.org">http://ncreadyschools.org</a> )
<b>Special Education Continuous Improvement Plan</b>
<b>Title I AYP</b> ( <a href="http://ayp.ncpublicschools.org">http://ayp.ncpublicschools.org</a> )
<b>Healthy Active Children Initiative</b> ( <a href="http://www.nchealthyschools.org">http://www.nchealthyschools.org</a> )

## School Vision and Mission Statements for Eastern North Carolina School for the Deaf

### **Vision:**

The Eastern North Carolina School for the Deaf seeks to become a beacon and national leader in providing high quality educational services to our students, in order, to challenge them to achieve at their maximum potential. Students and staff shall uphold the highest principals of exchange of ideas and encouragement to become successful, lifelong learners. Parents, students, staff, and community shall become a united team to support each student achieving self-sufficiency in their communities and American society.

### **Mission:**

The mission of the Eastern North Carolina School for the Deaf is to provide individualized comprehensive educational, vocational, and residential programs for the deaf, hard of hearing, and deaf-blind students leading to productive, independent, and successful lives.



**LEA or Charter Name/Number:** Select your school district/charter school

**School Name/Number:** Eastern North Carolina School for the Deaf 298-202

**School Address:** 1311 Highway 301 S, Wilson, NC 27893

**Plan Year(s):** 2012-2015

**Date prepared:** 27-Nov-12

**Principal Signature:** Elizabeth M. Perrotto

\_\_\_\_\_  
Date

**Local Board Approval Signatur** \_\_\_\_\_

\_\_\_\_\_  
Date

### School Improvement Team Membership

*From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."*

Committee Position*	Name	Committee Position*	Name
Principal	Elizabeth M. Perrotto		
Assistant Principal Representative			
Teacher Representative	Dianne F. Wright	Teacher Representative	Patricia Cloyd
Inst. Support Representative	Virginia C. Poot	Teacher Representative	Lee Ann Harbin
Teacher Assistant Representative		Residential Life Trainer	Mike Eason
Parent Representative	D'Jenne Morris	Residential Life Trainer	Stephanie Taylor Lane
Community Representative	Mary Miller		

\* Add to list as needed. Each group may have more than one representative.

## School Data and Summary Analysis

### NCDPI Comprehensive Needs Assessment School Final Report

Guiding Questions: Review school data and consider a variety of perspectives including overall school/student performance, sub-group performance, attendance, teacher satisfaction, instructional practice (from walk-throughs/observations), and student learning (also from walk-throughs/observations as well as data).

#### 1. What does the analysis tell you about your schools strengths?

1. The administration communicates high expectations for the staff. They (the administration) desire to develop and create a culture throughout the building, which focuses on developing students' language skills so that they can access an academic curriculum and develop the job readiness skills to become successful young adults.
2. The initial assessment procedures to establish baseline data on students' reading and math skills are secure and robust.
3. The Career and Technical Education program equips students with the vocabulary relevant to job skills.
4. All staff communicates the belief that students can achieve and be successful along side their hearing peers.
5. The support staff works as an effective team to meet the health and personal needs of students and their families.
6. The effective use of technology to remove barriers for students who are deaf or hard of hearing accelerates their learning.
7. The wide range of extra-curricular activities on campus and within the community significantly contributes to students' excitement to learn new and relevant skills.
8. The good range of books and other media in the elementary and middle grades promotes students' love of reading.

#### 2. What does the analysis tell you about your schools gaps or opportunities for improvement?

1. We need to improve the quality of teaching and so raise student achievement by: a) ensuring that both content and specific language learning objectives are shared in student friendly language; b) using data to plan specific learning outcomes lesson by lesson; c) develop a consistent system for monitoring student progress.
2. We need to provide professional development to ensure all staff implements the school's total communication strategy so that students are equipped with the language skills to express themselves in the way they feel most comfortable.
3. We must ensure that the residential staff and the teaching staff liaise more closely and work as a more effective team so that we provide continuity of education for all students between the dormitories and school.
4. Communication must be improved upon between the administration, staff, parents, students, and community.



3. What data is missing, and how will you go about collecting this information for future use?

We need to develop an instrument to get a baseline on incoming students' language skills, in expressive and receptive sign language, oral abilities, and total communication. We will set up a process to evaluate students before they enter Eastern NC School for the Deaf. This should give us a better idea of the students placement.

4. Based upon the analysis conducted, what 3-5 top priorities emerge for the school?

Cite relevant evidence from your analysis to support these priorities.

1. to provide staff development to all teachers and support staff
2. to develop healthy and responsible students
3. to develop instruments to help create viable programs to assess students to get a baseline on their communication skills
4. To improve our communication and insure that it is accurate and timely





Priority Goal 1 and Associated Strategies					
Plan/Do	<b>Area for improvement and supporting data:</b> Teachers and staff need professional development in order to understand how to teach using the new Common Core State Standards and Essential Elements.				
	<b>School Goal 1:</b>  <b>Supports this district goal:</b>	ENCSD will ensure that all professionals receive the appropriate staff development to meet the skills needed by the students to face the challenges of the 21st Century.  Select a district-level goal			
	<b>Target:</b> <b>Indicator:</b> <b>Milestone date:</b>	Teachers are prepared to teach students information relevant to the 21st Century  Fall 2013			
	<b>Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.</b>				
	Strategy 1:	<b>Strategy:</b> We will enlist the services of the DPI trainers to come and provide Common Core Standards and Essential Elements training.			
		<b>Action steps:</b>			
		1. establish training dates for CCS and EE		5.	
		2. coordinate with DPI to provide the training for our LEA		6.	
		3		7.	
	4.	8.			
Strategy 2:	<b>Strategy:</b> We will seek out different associations and agencies in our region to attend their trainings.				
	<b>Action steps:</b>				
	1. speak to the regional education support to attend RESA workshops		5.		
	2. provide training to teachers in power schools		6.		
	3. set up training on EVAAS		7.		
4.	8.				
	<b>Strategy:</b> We will seek out smaller LEA's to share the cost of trainings				
	<b>Action steps:</b>				



	Strategy 3:	1. contact local LEA's to discuss setting up workshops together	5.
		2.	6.
		3.	7.
Plan/Do	How will we fund these strategies?		
	Funding source 1:		Funding amount:
	Funding source 2:		Funding amount:
	Funding source 3:		Funding amount:
	Funding source 4:		Funding amount:
	Funding source 5:		Funding amount:
			Total initiative funding:
	Review frequency:	Quarterly	
	Assigned implementation team:	Principal	
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	rosters from trainings, lesson plans showing the use of Common Core objectives		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	improved lessons observed by principal, improved growth shown on student assessments		
	What does data show regarding the results of the implemented strategies?		
	At this point, we have not been able to coordinate faculty wide training. We have had individual teachers attend conferences in their subject areas. This will take more time to impliment fully.		
Act	Based upon identified results, should/how should strategies be changed?		
	We do not have any reliable results at this time. We are not ready to change strategies at this time.		

## Priority Goal 2 and Associated Strategies

### Area for improvement and supporting data:

To improve student independence and readiness to become active participants within their communities.

**School Goal 2:** ENCSD will develop healthy and responsible students through our academic and residential programs.

**Supports this district goal:** Select a district-level goal

**Target:** Prepare students for independence and success after graduation

**Indicator:**

**Milestone date:** Spring 2014

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

**Strategy:** Students will become self-reliant by being exposed to and learning a variety of independent living skills.

#### Action steps:

1. incorporate independent living skills into the residential curriculum

2. utilize personal safety measures

3. expose students to available services

4.

5.

6.

7.

8.

**Strategy 2:** 1. participate in a variety of indoor and outdoor physical activities

2. introduce students to healthy eating habits

3. learn skills related to community health

4.

5.

6.

7.

8.



		<b>Strategy:</b> Students will identify and demonstrate socially acceptable behaviors.		
	Strategy 3:	<b>Action steps:</b>		
		1. demonstrate appropriate and responsible social skills		5.
		2. continue to follow NC curriculum for Healthful Living		6.
		3. provide detailed information about healthy relationships		7.
	4.		8.	
Plan/Do	<b>How will we fund these strategies?</b>			
	Funding source 1:		Funding amount:	
	Funding source 2:		Funding amount:	
	Funding source 3:		Funding amount:	
	Funding source 4:		Funding amount:	
	Funding source 5:		Funding amount:	
			Total initiative funding:	
	Review frequency:   Quarterly			
	Assigned implementation team:   all faculty, all residential staff, and administration			
Check	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>			
	Classroom/residential observations by staff , student attendance sheets at events and presentations, reduction of behavioral incidents being reported, student worksheets, checklists			
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>			
	Improved student performance and self-advocacy, students making safe and informed choices			
	<b>What does data show regarding the results of the implemented strategies?</b>			
	This is in the early stages of implementation. However, several high school students are advocating for themselves during their IEP meetings. They are explaining their feelings and desires to their parents more frequently.			
Act	<b>Based upon identified results, should/how should strategies be changed?</b>			
	We do not feel that we need to change strategies. We feel that what we want to see happen is beginning to take place.			

## Priority Goal 3 and Associated Strategies

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b>				
	Students, who are deaf or have a hearing impairment, do not develop language at the same rate as hearing peers. Many start school without language and are five years behind their hearing peers.				
	<b>School Goal 3:</b>	ENCSD will research and develop innovative instruments to help develop viable programs to assess and increase student language in order to enable students to acquire grade level reading skills as quickly as possible.			
	<b>Supports this district goal:</b>	Select a district-level goal			
	<b>Target:</b>	improve the timeline for students reaching their appropriate reading level			
	<b>Indicator:</b>				
	<b>Milestone date:</b>	May-15			
	<b>Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.</b>				
	<b>Strategy 1:</b>	<b>Strategy:</b> to develop an ENCSD informal receptive and expressive sign language assessment			
		<b>Action steps:</b>			
1. include the existing literacy assessments				5.	
2. use Guided Reading tool to determine independent reading levels				6.	
3				7.	
4.				8.	
<b>Strategy 2:</b>	<b>Strategy:</b> develop a parent/therapist/teacher questionnaire/survey for the new students entering ENCSD				
	<b>Action steps:</b>				
	1. establish how the student communicates at home			5.	
	2. if a CI student, what services did he/she receive after the implant			6.	
	3. use data from survey for better decision making in the admissions process			7.	
	4.			8.	

	<b>Strategy:</b> build upon new student's early literacy skills in order for them to move closer to the appropriate grade level for reading														
	<b>Action steps:</b>														
	<b>Strategy 3:</b> 1. provide a print rich environment		5.												
	2. daily Guided Reading lessons		6.												
	3. use the Failure Free Reading Program		7.												
	4. use supplemental reading programs		8.												
<b>Plan/Do</b>	<p><b>How will we fund these strategies?</b></p> <table border="0"> <tr> <td><b>Funding source 1:</b></td> <td><b>Funding amount:</b></td> </tr> <tr> <td><b>Funding source 2:</b></td> <td><b>Funding amount:</b></td> </tr> <tr> <td><b>Funding source 3:</b></td> <td><b>Funding amount:</b></td> </tr> <tr> <td><b>Funding source 4:</b></td> <td><b>Funding amount:</b></td> </tr> <tr> <td><b>Funding source 5:</b></td> <td><b>Funding amount:</b></td> </tr> <tr> <td colspan="2"><b>Total initiative funding:</b></td> </tr> </table> <p><b>Review frequency:</b> Quarterly</p> <p><b>Assigned implementation team:</b> ASL teacher, classroom teachers, and administration</p>			<b>Funding source 1:</b>	<b>Funding amount:</b>	<b>Funding source 2:</b>	<b>Funding amount:</b>	<b>Funding source 3:</b>	<b>Funding amount:</b>	<b>Funding source 4:</b>	<b>Funding amount:</b>	<b>Funding source 5:</b>	<b>Funding amount:</b>	<b>Total initiative funding:</b>	
	<b>Funding source 1:</b>	<b>Funding amount:</b>													
	<b>Funding source 2:</b>	<b>Funding amount:</b>													
	<b>Funding source 3:</b>	<b>Funding amount:</b>													
<b>Funding source 4:</b>	<b>Funding amount:</b>														
<b>Funding source 5:</b>	<b>Funding amount:</b>														
<b>Total initiative funding:</b>															
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>														
	Initial and mid-year survey results, SIT one year review and report on the progress of these strategies.														
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>														
	Quarterly literacy profiles will be compiled, mid 9 week progress reports, report cards and 9 week progress reports sent home to the parents. Students' beginning language assessments will be reviewed and progress documented.														
<b>Act</b>	<b>What does data show regarding the results of the implemented strategies?</b>														
	At this time with the use of the Failure Free Reading Program and continued emphasis on using Guided Reading strategies more of the students are increasing their independent reading levels. We still need the time to develop relevant and useful surveys.														
	<b>Based upon identified results, should/how should strategies be changed?</b>														
	We are not going to change strategies at this time.														

## Priority Goal 4 and Associated Strategies

<b>Plan/Do</b>	<b>Area for improvement and supporting data:</b> ENCSD has been remiss at providing timely delivery of information to parents and staff. Report cards and progress notes must be sent to the parents in a timely manner.				
	<b>School Goal 4:</b>	ENCSD will improve on providing the community, parents, and staff accurate and timely communication.			
	<b>Supports this district goal:</b>	Select a district-level goal			
	<b>Target:</b>	To have an open and accessible communication system for all stakeholders			
	<b>Indicator:</b>				
	<b>Milestone date:</b>	Fall 2013			
	<b>Goal 4 Improvement Strategies – Identify research-based strategies whenever possible.</b>				
	<b>Strategy 1:</b>	<b>Strategy:</b> To establish a clear and open exchange of information with parents, staff, and community members.			
		<b>Action steps:</b>			
		1. update Alert Now quarterly			5.
teachers will make phone calls to parents mid nine weeks to discuss student progress and needs				6.	
3. report cards will be mailed to parents no later than 5 days after the end of the 9 weeks				7.	
			8.		
<b>Strategy 2:</b>	<b>Strategy:</b>				
	<b>Action steps:</b>				
	1.			5.	
	2.			6.	
	3.			7.	
			8.		

	<b>Strategy:</b>	
	<b>Action steps:</b>	
	1.	5.
	2.	6.
	3.	7.
	4.	8.
<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	<b>Funding source 1:</b>	<b>Funding amount:</b>
	<b>Funding source 2:</b>	<b>Funding amount:</b>
	<b>Funding source 3:</b>	<b>Funding amount:</b>
	<b>Funding source 4:</b>	<b>Funding amount:</b>
	<b>Funding source 5:</b>	<b>Funding amount:</b>
	<b>Total initiative funding: \$0</b>	
	<b>Review frequency:</b> Quarterly	
	<b>Assigned implementation team:</b> Alert Now coordinator, administration and all ENCSD staff	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	Bi-quarterly phone and paper surveys of the stakeholders, administration monitors and provides a place for mid 9 week and 9 week parent teacher phone conferences. Monitor use of the web site and make sure it is updated weekly by the teachers and staff.	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	Stakeholder satisfaction increases every semester as shown by the surveys.	
	<b>What does data show regarding the results of the implemented strategies?</b>	
	We continue to have problems contacting the parents. Many change their phone numbers often and do not contact the school with new contact information. Elementary teachers continue to write and send home weekly newsletters. We are setting up more staffing's on the older students to keep the flow of communication open with staff. Our Executive Administrative Officer continues to meet with local officials to keep them current with what we are doing at Eastern NC School for the Deaf.	
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>	
	We are not sure how to keep current contact information on some of our students. It is something that we have battled for years.	



Priority Goal 5 and Associated Strategies				
Plan/Do	Area for improvement and supporting data:			
	School Goal 5:			
	Supports this district goal:	Select a district-level goal		
	Target:			
	Indicator:			
	Milestone date:			
	Goal 5 Improvement Strategies – Identify research-based strategies whenever possible.			
	Strategy 1:	Strategy:		
		Action steps:		
		1.		5.
2.			6.	
3.			7.	
Strategy 2:	Strategy:			
	Action steps:			
	1.		5.	
	2.		6.	
	3.		7.	
Strategy 3:	Strategy:			
	Action steps:			
	1.		5.	
	2.		6.	
	3.		7.	

<b>Plan/Do</b>	<b>How will we fund these strategies?</b>	
	Funding source 1: Select a funding source	Funding amount:
	Funding source 2: Select a funding source	Funding amount:
	Funding source 3: Select a funding source	Funding amount:
	Funding source 4: Select a funding source	Funding amount:
	Funding source 5: Select a funding source	Funding amount:
		Total initiative funding: \$0
	Review frequency: Quarterly	
	Assigned implementation team:	
<b>Check</b>	<b>What data will be used to determine whether the strategies were deployed with fidelity?</b>	
	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>	
	<b>What does data show regarding the results of the implemented strategies?</b>	
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>	

## Safe School Plan for Eastern North Carolina School f/t Deaf

Pursuant to General Statute §115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.

Name and role of person(s) responsible for implementing this plan:	Carter Bearden, Executive Administrative Officer; Elizabeth M. Perrotto, Lead Teacher
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### Statement of Responsibility for the School District Superintendent

In accordance with General Statute §115C-105.47 (b)(2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal's performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.

In the event the district superintendent fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

### Statement of Responsibility for the School Principal

In accordance with General Statute §115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.

In the event the school principal fails to fulfill these responsibilities as required by state law, the following disciplinary consequences may occur: (INSERT APPROPRIATE INFORMATION HERE)

### Statement of the Roles of Other Administrators, Teachers, and Other School Personnel

In accordance with General Statute §115C-105.47 (b)(4), other school personnel are tasked as follows with restoring, if necessary, and maintaining a safe, secure, and orderly school environment:



Assistant Principal(s):	
Teachers:	
Teacher Assistants:	
Other School Staff:	
<b>Services for At-risk Students</b>	
Pursuant to General Statute §115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both.	
We have three behavior techs, a school psychologist, guidance counselor, school social worker, and contract psychiatrist and physician. We are working on getting an SRO for second shift; we have one for third shift. We are installing cameras in strategic areas to help monitor movement on campus and in the buildings. We are also in the process of establishing an Alternative Learning Center, in order, to ensure that disruptive students who are removed from their classes can continue to receive their education under the guidance of a certified teacher.	
Pursuant to General Statute §115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary.	
Reports from the school psychiatrist and counseling staff during our weekly Child Study Team meetings.	
Pursuant to General Statute §115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program.	
We have not established the ALC now but it should be operational with the start of the second semester.	
In accordance with General Statute §115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. (Copy as needed depending upon number of goals.)	
<b>Goal:</b>	To enhance security with a second shift SRO.
<b>Target:</b>	to control the flow of non-staff on campus during the residential time period.
<b>Indicator:</b>	
<b>Milestone Date:</b> May-13	
<b>Goal:</b>	To install cameras in all common areas of the school and school grounds to monitor activity on our large campus and to stop unauthorized people coming onto campus.
<b>Target:</b>	to limit outsiders coming on to campus without permission and proper escorts.
<b>Indicator:</b>	
<b>Milestone Date:</b> May-13	



In accordance with General Statute §115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs).

**Target:** To have fewer suspensions and referrals to behavior staff

**Indicator:**

**Milestone Date:**

**Target:**

**Indicator:**

**Milestone Date:**

**Target:**

**Indicator:**

**Milestone Date:**

In accordance with General Statute §115C-105.47 (b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:

Professional Development	Planned/Completed				
Recurring NCI training	Back to Work Week				
Send NCI instructor to training	yearly				

Pursuant to General Statute §115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials.

ENCSD has two Memorandums of Agreement with Long Leaf Neurological Medical Center to provide a School Resource Officer (SRO) and a Public Safety Officer (PSO). Currently, the SRO position is posted and we hope to have one within the month. During the school day, the SRO would be assigned to the ENCSD campus and have an office on-campus, which would be shared with the PSO. The PSO is on duty, during third shift, and serves to provide safety and security for the ENCSD community. He attends American Sign Language staff development classes at ENCSD. At the present time, we are screening applicants for the Safety Officer position, who would be responsible for establishing building representatives on a campus wide committee with monthly Safety & Health reviews; in addition to, Annual Review for all staff each January.

Pursuant to General Statute §115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community.

ENCSD includes community representatives on the Human Rights Committee (HRC) which minimally meets every other month with staff, parents and students "to review and examine programs or procedures related to student rights, safety, security and quality of life." ENCSD meets regularly with Disability Rights' (DR) regional representative and Disability Rights presents workshops to the students. Parents are informed of the HRC and DR roles and are invited to participate. ENCSD has a School Improvement Committee with subcommittees. There are parent representatives at the Committee and subcommittee level. ENCSD parents have a Parent Facebook page that includes staff as participants. They regularly raise issues and communicate with ENCSD. The Parent Staff Organization is not well attended due to ENCSD serving 53 counties and being a residential program. ENCSD has a goal to increase parent involvement in the school and sends information home weekly to keep parents abreast of opportunities and the school's continuous improvements. Parents are members of their student's Individual Education Plan. ENCSD includes the school community, parents, and representatives of the local community in open meetings, surveys, forums and committees. ENCSD and Wilson County Public Schools along with Wilson Community College and Barton College partner with program development and campus programs.

#### **Funding Uses and Sources – At-risk and Alternative Learning Schools and Programs**

<b>Program or Strategy Being Funded</b>	<b>Amount of Funding</b>	<b>Source of Funding</b>
Accelerated Reader Math		School General Funds
Study Island		School General Funds
Failure Free Reading		School General Funds
Thinking Maps—Metacognitive Skills Visual/Verbal		School General Funds
Visual Learning		Title 6
Non-Violent Crisis Intervention		School General Funds
Positive Behavior Intervention & Support		School General Funds
Professional Development for Common Core		School General Funds
Additional strategies to improve student achievement		School General Funds
Budget request to make facility upgrades		State funds for at-risk students



Title I School-wide Compliance Review and Plan							
<p>A comprehensive school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (<i>Section 1114(b) of Title I</i>). Each required component is described below, with an explanation of how each contributes to the creation of a successful schoolwide program. The goals and strategies you've already developed may fulfill many of these requirements.</p>							
<p><b>Schoolwide reform strategies:</b> Instructional strategies and initiatives in the comprehensive plan must be based on scientifically based research, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students in the school.</p>							
	<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	<p>Our school is addressing the need for schoolwide reform in the following ways, in addition to our focus on the priority goals listed in this plan:</p>						

**Instruction by highly qualified teachers:** High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the ESEA requires that all teachers of core academic subjects and instructional paraprofessionals (employees of a LEA who provide instructional support) in a schoolwide program school meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school is addressing the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:						



**High-quality and ongoing professional development:** Teachers and other staff in schoolwide program schools must be equipped to face the challenge of helping all students meet the State's academic achievement standards. To do this, they must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires that professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
	Strategy 1					
	Strategy 2					
	Strategy 3					
<p>Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:</p>						

**Strategies to attract highly qualified teachers to high-need schools:** Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. Therefore, the schoolwide plan must describe the strategies it will use to attract and retain highly qualified teachers.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

	Our school uses the following strategies to attract highly qualified teachers to our high-need schools, in addition to our focus on the priority goals listed in this plan:
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**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that schoolwide plans contain strategies to involve parents in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

**Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs:** This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. Early childhood programs, including Early Reading First and others, provide a foundation for later academic success, and effective schoolwide programs capitalize on this strong start.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following pre-school-to-elementary transition strategies, in addition to our focus on the priority goals listed in this plan:						

**Measures to include teachers in decisions regarding the use of academic assessments:** In addition to State assessment results, teachers need current and ongoing assessment data that describe student achievement. These data often come from less formal assessments, such as observation, performance assessments, or end-of-course tests. The schoolwide program should provide teachers with professional development that increases their understanding of the appropriate uses of multiple assessment measures and how to use assessment results to improve instruction.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies for developing teacher skills in formative assessment, in addition to our focus on the priority goals listed in this plan:						

**Activities to ensure that students who experience difficulty attaining proficiency receive effective and timely additional assistance:** The schoolwide program school must identify students who need additional learning time to meet standards and provide them with timely, additional assistance that is tailored to their needs. This assistance must be available to all students in the school who need it.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following differentiation strategies, in addition to our focus on the priority goals listed in this plan:

**Coordination and integration of Federal, State, and local services and programs:** Schoolwide program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, schoolwide program schools may combine most Federal, State and local funds to provide those services. Exercising this option maximizes the impact of the resources available to carry out the schoolwide program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						

## Title I Targeted Assistance Compliance Review and Plan

A targeted assistance school improvement plan must address all of the components defined in the Elementary and Secondary Education Act (*Section 1115 of Title I*). Targeted assistance programs must use Title I resources to help a school's most-at-risk children meet State academic achievement standards. Each required component is described below, with an explanation of how each contributes to the creation of a successful targeted assistance program. The goals and strategies you've already developed may fulfill many of these requirements.

**Targeted assistance strategies:** Instructional strategies and initiatives in the plan must be based on scientifically based research with a primary consideration for extending learning time and providing accelerated, high-quality curriculum for students identified as failing or most at-risk of failing the State's challenging student academic achievement standards.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school is addressing targeted assistance program needs in the following ways, in addition to our focus on the priority goals listed in this plan:						



**Instruction by highly qualified teachers:** Teachers and paraprofessionals working in targeted assistance programs must be highly-qualified. Instructional activities must be implemented by a teacher meeting the definition of highly-qualified for the core academic content area being taught in the targeted assistance program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our targeted assistance program addresses the need for highly qualified teachers in the following ways, in addition to our focus on the priority goals listed in this plan:						

**High-quality and ongoing professional development:** All teachers and staff in targeted assistance program schools must be equipped to face the challenge of helping Title I targeted assistance students meet the State's academic achievement standards. To do this, they must be familiar with methods of identifying students who need additional assistance and they should receive sustained, high-quality professional development to help them implement student academic achievement standards in the classroom. Professional development may be extended, as appropriate, to those who partner with Title I teachers to support Title I participating students. This may include other classroom teachers, principals, paraprofessionals, and parents.

<p>This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					
<p>Our school provides high quality, on-going professional development in the following ways, in addition to our focus on the priority goals listed in this plan:</p>						

**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		Priority Goal 1	Priority Goal 2	Priority Goal 3	Priority Goal 4	Priority Goal 5
		Strategy 1					
		Strategy 2					
		Strategy 3					
	Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:						

**Coordination and integration of Federal, State, and local services and programs:** Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.

<p>This school improvement plan addresses this requirement.</p> <p>Please see the priority goals and strategies noted to the right:</p>		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
	<b>Strategy 1</b>					
	<b>Strategy 2</b>					
	<b>Strategy 3</b>					

Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:

**Plans must support and coordinate with regular education programs:** Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:						

## Compliance Review and Plan for Schools in Title I School Improvement

Each school identified for Title I School Improvement must, no later than three months after notification that the school is in Title I School Improvement, develop or revise its school plan. This plan must be developed in consultation with parents, school staff, the local education agency serving the school, and outside experts. The plan must cover a two-year period.

**Professional development requirements:** Schools in Title I School Improvement must 1) provide assurance that the school will spend not less than 10 percent of its Title I funds each year for high quality professional development, 2) specify how these professional development funds will be used to remove the school from school improvement status, and 3) incorporate a teacher mentor program.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school is addressing these three additional professional development requirements in the following ways, in addition to our focus on the priority goals listed in this plan:						

<b>Notification to parents:</b> Schools in Title I School Improvement must describe specifically how the school will provide written notice about the identification of the school as a Title I School Improvement school to the parents of each student enrolled in the school.							
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school is providing written notification to parents in the following manner:						

**School, district and state agency responsibilities:** Schools in Title I School Improvement are required to clearly define the responsibilities of the school, LEA, and SEA in implementing improvement strategies. LEAs are minimally required to offer technical assistance in the form of data analysis, budget analysis, and identification and implementation of improvement strategies. State-level assistance may include provision of a state-wide system of support, including allocation of funding and other technical assistance.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school, the school district, and the state education agency are supporting improvement of our school in the following ways:						
School:							
LEA:							
SEA:							



**Strategies to increase parental involvement:** Research continues to demonstrate that successful schools have significant and sustained levels of parental involvement. Therefore, it is important that targeted assistance programs develop strategies to involve parents of Title I students in the school community. Additionally, state law requires parent representation on every school's improvement team, and federal requirements specify that each school must develop: 1) an approach for communication with parents, 2) activities to involve parents, and 3) an approach for training parents to better understand how to help their children excel in school.

	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					

Our school uses the following strategies to increase parental involvement, in addition to our focus on the priority goals listed in this plan:

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<b>Coordination and integration of Federal, State, and local services and programs:</b> Targeted assistance program schools are expected to coordinate and integrate services, with other Federal, State and local programs and services.							
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school uses the following strategies to coordinate and integrate federal, state, and local services and programs, in addition to our focus on the priority goals listed in this plan:						

<p><b>Plans must support and coordinate with regular education programs:</b> Effective targeted assistance programs capitalize on strong support and coordination with regular education programs. This component emphasizes the value of creating a coherent and seamless educational program for at-risk students. This may include transitioning students from early childhood programs such as Early Reading First and others to provide a foundation for later academic success.</p>							
	This school improvement plan addresses this requirement. Please see the priority goals and strategies noted to the right:		<b>Priority Goal 1</b>	<b>Priority Goal 2</b>	<b>Priority Goal 3</b>	<b>Priority Goal 4</b>	<b>Priority Goal 5</b>
		<b>Strategy 1</b>					
		<b>Strategy 2</b>					
		<b>Strategy 3</b>					
	Our school uses the following strategies to support and coordinate with the regular education program, in addition to our focus on the priority goals listed in this plan:						

<b>School-based Management and Accountability Program</b> <b>Summary of School-based Waiver Requests</b> <b>Program Years: 2008-2010</b>		
<b>LEA or Charter School Name/Number:</b> Select your school district/charter school		
School Number(s)	Request for Waiver	
	1. Please describe the waiver you are requesting.	
	2. Identify the law, regulation, or policy from which exemption is requested.	
	3. State how the waiver will be used.	
	4. State how this waiver helps achieve the specific performance goals	
	(Please duplicate this sheet as needed for additional waivers.)	
	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%; text-align: center;">           _____            Signature of Superintendent/Designee         </div> <div style="width: 35%; text-align: center;">           _____            Date         </div> </div>	